

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

School Results

School: Margaret Chase Smith Sch.-Sanf

District: Sanford School Department

Code: 1148-1384



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Grade Level Summary Report

School: Margaret Chase Smith Sch.-Sanf
 District: Sanford School Department
 State: Maine
 Code: 1148-1384

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	91			238			13,341			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	91	90		230	229		13,034	13,061		100	99		97	96		98	98	
With an approved accommodation	14	13		42	40		2,594	2,642		15	14		18	17		20	20	
Current LEP Students	4	4		7	7		391	405		4	4		3	3		3	3	
With an approved accommodation	0	0		2	2		163	175		0	0		29	29		42	43	
IEP Students	15	15		44	44		1,927	1,944		16	17		19	19		15	15	
With an approved accommodation	11	11		27	26		1,456	1,471		73	73		61	59		76	76	
Students not tested in NECAP	0	1		8	9		307	280		0	1		3	4		2	2	
State Approved	0	0		7	7		222	202			0		88	78		72	72	
Alternate Assessment	0	0		7	7		193	181					100	100		87	90	
First Year LEP	0	0		0	0		9	0					0	0		4	0	
Withdrew After October 1	0	0		0	0		0	0					0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0					0	0		0	0	
Special Consideration	0	0		0	0		20	21					0	0		9	10	
Other	0	1		1	2		85	78			100		13	22		28	28	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	91	0	0	91	15	16	55	60	15	16	6	7	347	230	17	48	22	13	344	13,034	18	54	18	10	346
MATH	91	0	1	90	19	21	40	44	19	21	12	13	344	229	14	38	24	24	341	13,061	18	46	21	15	343
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Reading Results

School: Margaret Chase Smith Sch.-Sanf
District: Sanford School Department
State: Maine
Code: 1148-1384

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

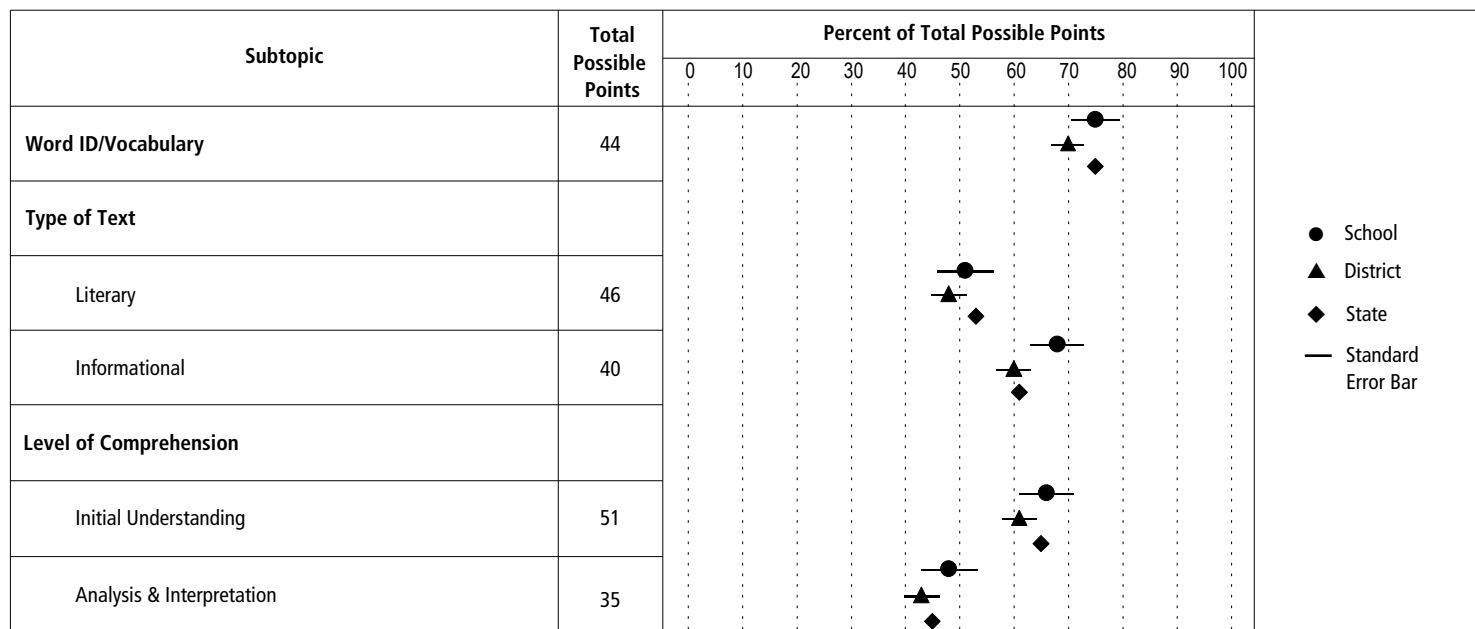
(Scaled Score 331–339)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	75	1	3	71	10	14	45	63	12	17	4	6	347
2010-11	79	1	1	77	5	6	41	53	20	26	11	14	341
2011-12	91	0	0	91	15	16	55	60	15	16	6	7	347
Cumulative Total	245	2	4	239	30	13	141	59	47	20	21	9	345
District													
2009-10	226	1	4	221	23	10	130	59	49	22	19	9	345
2010-11	224	8	3	213	17	8	111	52	46	22	39	18	342
2011-12	238	7	1	230	38	17	111	48	50	22	31	13	344
Cumulative Total	688	16	8	664	78	12	352	53	145	22	89	13	344
State													
2009-10	13,688	108	165	13,415	1,731	13	8,002	60	2,531	19	1,151	9	346
2010-11	13,431	249	114	13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
Cumulative Total	40,460	579	364	39,517	5,606	14	22,673	57	7,345	19	3,893	10	346





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Reading Results

School: Margaret Chase Smith Sch.-Sanf
 District: Sanford School Department
 State: Maine
 Code: 1148-1384

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	91	0	0	91	15	16	55	60	15	16	6	7	347	230	17	48	22	13	344	13,034	18	54	18	10	346
Gender																									
Male	45	0	0	45	6	13	27	60	8	18	4	9	346	115	11	47	28	14	342	6,733	14	53	20	13	344
Female	46	0	0	46	9	20	28	61	7	15	2	4	348	115	22	50	16	13	346	6,301	22	55	16	8	348
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										4						235	14	51	22	12	344
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										3						107	7	58	24	11	343
Asian	4	0	0	4										6						205	29	47	15	9	349
Black or African American	2	0	0	2										4						389	7	41	23	29	337
Native Hawaiian or Pacific Islander	0	0	0	0										0						15	20	67	13	0	350
White	84	0	0	84	14	17	51	61	13	15	6	7	347	211	17	47	21	14	344	11,933	19	55	17	9	346
Two or more races	0	0	0	0										2						150	16	51	20	13	345
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	4	0	0	4										7						391	9	37	27	27	338
Former LEP student - monitoring year 1	0	0	0	0										0						14	36	43	21	0	353
Former LEP student - monitoring year 2	0	0	0	0										0						1					
All Other Students	87	0	0	87	14	16	53	61	14	16	6	7	347	223	17	48	22	14	344	12,628	18	55	17	10	346
IEP																									
Students with an IEP	15	0	0	15	0	0	8	53	3	20	4	27	338	44	2	27	25	45	332	1,927	4	29	29	38	334
All Other Students	76	0	0	76	15	20	47	62	12	16	2	3	349	186	20	53	21	6	347	11,107	21	58	16	5	348
SES																									
Economically Disadvantaged Students	45	0	0	45	3	7	26	58	10	22	6	13	344	143	10	43	27	20	341	6,065	11	52	22	16	342
All Other Students	46	0	0	46	12	26	29	63	5	11	0	0	350	87	26	57	14	2	350	6,969	25	56	14	5	349
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	91	0	0	91	15	16	55	60	15	16	6	7	347	230	17	48	22	13	344	13,026	18	54	18	10	346
Title I																									
Students Receiving Title I Services	21	0	0	21	0	0	11	52	8	38	2	10	339	63	3	43	40	14	338	3,041	5	47	30	18	340
All Other Students	70	0	0	70	15	21	44	63	7	10	4	6	350	167	22	50	15	13	347	9,993	22	56	14	8	348
504 Plan																									
Students with a 504 Plan	1	0	0	1										2						186	14	61	16	9	346
All Other Students	90	0	0	90	15	17	55	61	14	16	6	7	347	228	17	48	21	14	344	12,848	18	54	18	10	346

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Mathematics Results

School: Margaret Chase Smith Sch.-Sanf
District: Sanford School Department
State: Maine
Code: 1148-1384

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

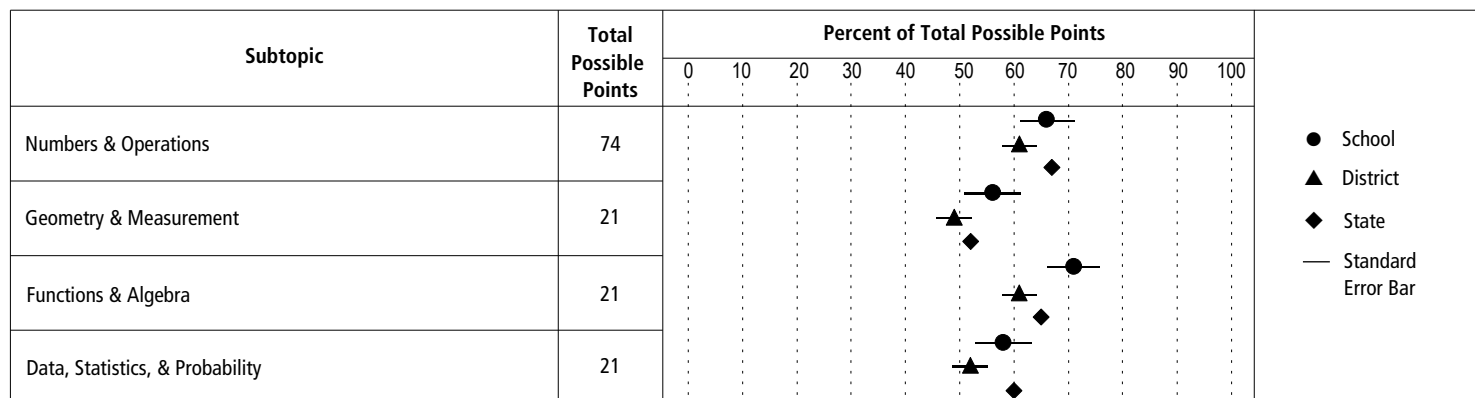
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	75	0	3	72	14	19	35	49	13	18	10	14	344
2010-11	79	0	2	77	11	14	41	53	18	23	7	9	344
2011-12	91	0	1	90	19	21	40	44	19	21	12	13	344
Cumulative Total	245	0	6	239	44	18	116	49	50	21	29	12	344
District													
2009-10	226	0	5	221	31	14	96	43	56	25	38	17	342
2010-11	224	8	4	212	29	14	98	46	56	26	29	14	343
2011-12	238	7	2	229	33	14	88	38	54	24	54	24	341
Cumulative Total	688	15	11	662	93	14	282	43	166	25	121	18	342
State													
2009-10	13,688	111	151	13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
Cumulative Total	40,460	503	349	39,608	6,292	16	18,460	47	8,863	22	5,993	15	343





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Mathematics Results

School: Margaret Chase Smith Sch.-Sanf
 District: Sanford School Department
 State: Maine
 Code: 1148-1384

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	91	0	1	90	19	21	40	44	19	21	12	13	344	229	14	38	24	24	341	13,061	18	46	21	15	343
Gender																									
Male	45	0	1	44	11	25	19	43	8	18	6	14	345	114	12	40	25	23	340	6,751	18	47	21	14	344
Female	46	0	0	46	8	17	21	46	11	24	6	13	343	115	17	37	23	24	341	6,310	17	46	21	16	343
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										4						236	10	41	28	21	341
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										3						108	4	50	28	19	340
Asian	4	0	0	4										6						207	32	38	15	15	346
Black or African American	2	0	0	2										4						397	5	31	24	39	335
Native Hawaiian or Pacific Islander	0	0	0	0										0						15	7	60	20	13	343
White	84	0	1	83	17	20	39	47	16	19	11	13	344	210	15	40	22	23	341	11,948	18	47	21	14	344
Two or more races	0	0	0	0										2						150	13	47	25	16	342
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	4	0	0	4										7						405	7	28	26	39	336
Former LEP student - monitoring year 1	0	0	0	0										0						14	29	36	21	14	347
Former LEP student - monitoring year 2	0	0	0	0										0						1					
All Other Students	87	0	1	86	18	21	40	47	16	19	12	14	344	222	14	39	22	24	341	12,641	18	47	21	14	344
IEP																									
Students with an IEP	15	0	0	15	1	7	2	13	5	33	7	47	335	44	2	16	34	48	332	1,944	5	26	30	39	335
All Other Students	76	0	1	75	18	24	38	51	14	19	5	7	346	185	17	44	21	18	343	11,117	20	50	20	11	345
SES																									
Economically Disadvantaged Students	45	0	1	44	6	14	17	39	10	23	11	25	340	142	8	33	24	35	337	6,090	9	42	26	22	340
All Other Students	46	0	0	46	13	28	23	50	9	20	1	2	348	87	25	47	23	5	347	6,971	25	50	17	8	347
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	91	0	1	90	19	21	40	44	19	21	12	13	344	229	14	38	24	24	341	13,053	18	46	21	15	344
Title I																									
Students Receiving Title I Services	21	0	0	21	0	0	9	43	9	43	3	14	338	63	2	25	37	37	334	3,047	5	37	32	26	338
All Other Students	70	0	1	69	19	28	31	45	10	14	9	13	346	166	19	43	19	19	343	10,014	21	49	18	11	345
504 Plan																									
Students with a 504 Plan	1	0	0	1										2						187	16	51	20	13	343
All Other Students	90	0	1	89	19	21	40	45	18	20	12	13	344	227	15	38	23	24	341	12,874	18	46	21	15	344

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.